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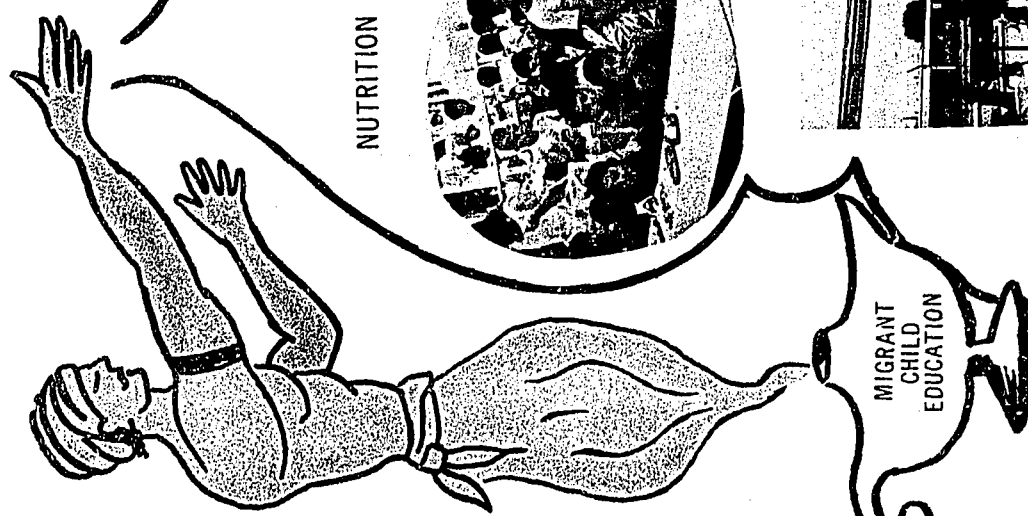
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ABSTRACT

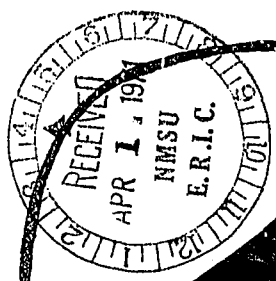
The third annual 6-week summer school program based on the needs of migrant children in the Willcox, Arizona, area was designed as a result of a survey of local school principals. The survey indicated a great need for improvement in reading and mathematical skills, along with nutritional and health services. In the program planning, 5 age groups were used in classifying the children before instruction was initiated: pre-kindergarten, ages 4 and 5; kindergarten, ages 5 and 6; primary, ages 7 and 8; elementary, ages 9 and 10; and upper elementary, ages 11 through 15. Average student attendance was 142 for the program, with 4 teachers, 2 aides, and 1 librarian as the nucleus of the instructional staff. The program presented many varied "interest-activities" in addition to the main thrust of improving skills in reading and mathematics. Pre- and post-program achievement testing revealed significantly higher scores at the end of the program. A daily routine schedule, a description of a typical school day in the program, and black-and-white photographs are included in the document. (EL)

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THE WILLCOX STORY

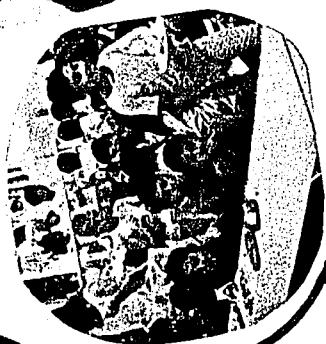


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SUMMER
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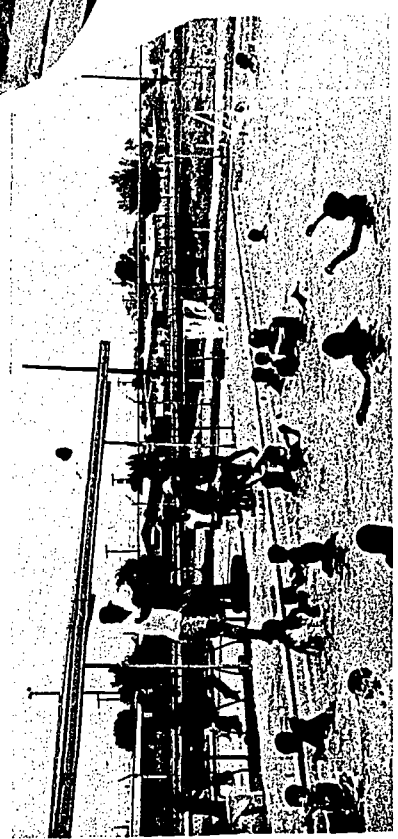
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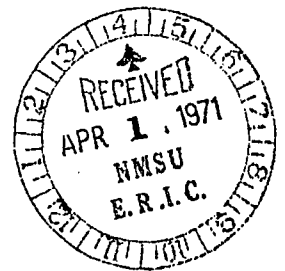


HEALTH



RECREATION





THE WILLCOX STORY

A REPORT FROM THE WILLCOX
ELEMENTARY SCHOOL'S SUMMER
MIGRANT PROJECT

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[1970]

A C K N O W L E D G E M E N T S

WITHOUT THE FULL COOPERATION FROM THE FOLLOWING, THE WILLCOX STORY WOULD NOT HAVE BEEN POSSIBLE:

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PREFACE

The plight of the migrant worker is not a myth. He moves wherever he can to do the only work for which he is qualified. Just as there is little hope for the migrant worker to change his meager life for more stability, there is usually little hope that his children will escape. As the father moves, so do the children, to distant towns and new schools. Scarcely able to adjust to one school and one teacher in such a limited time, the student is left behind his more stable peers. The situation becomes more crucial as they find themselves in the sixth to seventh grade with students two to five years younger than themselves. It becomes easier to work in the fields than to face the shame of failure in the classroom. Yet, amid this despair shines a new hope - SPECIAL MIGRANT EDUCATIONAL PROGRAMS that have been funded through Public Law 89-10, 1966, as amended by Public Law 89-750, 1967.

This year marked the third such program in the Willcox Public Schools. As in the first two programs, a survey was conducted by principals of the Willcox Junior High and Elementary Schools to determine the approximate enrollment and the special needs of these students. The survey indicated a great need for reading and mathematical skills as well as nutritional and health services. The program was divided into five sections as follows: pre-kindergarten (ages 4 and 5), kindergarten (ages 5 and 6), primary (ages 7 and 8), elementary (ages 9 and 10), and upper elementary (ages 11 through 15).

In light of the specific educational and social needs of these migrant children, the instruction and evaluation of the six-week program were based on the following objectives:

1. To improve skills in mathematics and reading.
2. To encourage student competition and instill pride.
3. To help eliminate inferiority feelings.
4. To advance each student's will to succeed by giving him or her a chance to succeed.
5. To help the student learn to enjoy school rather than to dislike it.
6. To give each student an opportunity to receive a broader education and to see some of the finer things in life.
7. To provide the migrant farm children in this area with enjoyable and meaningful experiences that will enable them to have a better chance to succeed in regular school.

Based upon survey results, attendance for 110 was anticipated, but the first day 133 enrolled, and the total attendance soared to 225 by the end of the program, with an average attendance of 142. The seemingly low average attendance was due mainly to weather, withdrawals, and older students often working.

The program was placed in the junior high rather than the elementary school, not only to provide more room, but also better facilities for the art, health, library, physical education and nutritional programs. One teacher and an aide were assigned to each group except the upper elementary which had two teachers and one aide. There were four teachers who taught a specific subject such as physical education, music or art, with one teacher and two aides working as librarians.

The key to the summer program was flexibility. If the children were to be re-socialized into the classroom, it was necessary for them to experience the excitement of the educational process. Going to school was no longer to be the only way to keep the "Hookey-Chaser" from bothering them; it had to be real, vital and experimental. Therefore, the program was designed to provide not only the necessary skills training in mathematics and reading, but also provide many varied "interest-activities" which will enable the children to identify with the educational experience. Even within the skills training, activities were developed

which would capture the students' interest rather than merely require rote learning.

To better understand these activities and the students' responses, let us spend a day at the school. Shortly after the sun rises, the busses gather the children from the farming areas scattered throughout the district. In anticipation, the children proceed to the school where they eat breakfast around eight o'clock. For some of the children, this is the only balanced breakfast they receive. A typical breakfast would consist of bacon, cinnamon toast and orange juice, or sweet rolls, chocolate milk and fruit. This is a very enjoyable time for the students.

The classes begin about 8:30 in various places in the school. The following is an example of the schedule for one day in the elementary class:

8:30 - 9:15 Homeroom	11:30 - 12:00 Lunch
9:15 - 9:45 Library	12:00 - 12:30 Music
9:45 - 10:15 Homeroom	12:30 - 1:15 Homeroom
10:15 - 10:45 P.E.	1:15 - 1:45 Shop
10:45 - 11:30 Homeroom	1:45 - 2:45 Swimming
	3:00 Bus for home

As we move into the halls we notice that there is much laughter and gaiety. This is no ordinary school! It would be difficult to distinguish these classes from those in the most innovative schools. These pupils are motivated by their desire to learn everything new that they can. Entering the upper elementary

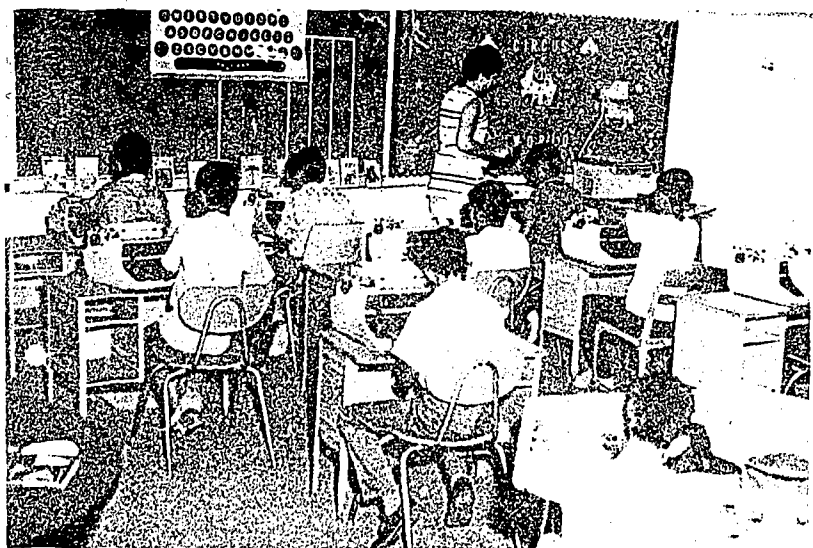
classroom, we find the class broken up into many activities -- no straight rows of desks filled with inattentive "chair-warmers", but active children involved in various educational experiences.

In one part of the room there is a small group of students involved in reading a mystery book to each other. One would scarcely be aware of the teacher sitting with them, participating, helping -- not demanding.

Along the wall in a group of listening stations is another group of students also working on individualized reading programs. Some are listening to professionally prepared tapes; reading, listening, evaluating. Still others are listening to the tapes they made of their own reading, while some students are reading books and magazines of their choice. Each classroom has been provided with paperback books and magazines which will spur the imagination of the children. This upper elementary classroom contains 250 paperbacks, both fiction and non-fiction books on many different subjects and reading levels. There are also approximately 180 magazines and comics available. These represent a variety of subjects including: MAD MAGAZINE, HOT ROD, SCIENCE DIGEST, NEWSWEEK, YOUNG MISS, CHILDREN'S DIGEST, HAIRDO, BOY'S LIFE, SPORTS ILLUSTRATED and a variety of Walt Disney, classic and funny comic books. The students are encouraged to read these as much as they wish. To make it easier, the books and magazines are placed in the room and each student checks them out whenever he desires. There is an



A class of non-English speaking children receiving instruction in their language.



Typewriters and other interest centers are used to motivate students in reading and writing activities.



estimated 20 or more a day in circulation. Is this not an ample demonstration that these children can learn to read and enjoy it if they but have the motivation and interesting materials?

Math skills are being studied by yet another group of students. They are not merely listening to a teacher standing in front of the room lecturing or doing dull problems from the textbook. Instead, some are competing in a math game, some are viewing film strips, some are working on individualized skill development and some are seeking aid from the teacher on the difficulties they perceive. These are but a few of the techniques used to instill a desire to improve mathematics skills.

A spelling game holds the attention of another group of students. In this game, they not only learn to spell, but the element of competition in the game causes them to use special spelling dictionaries.

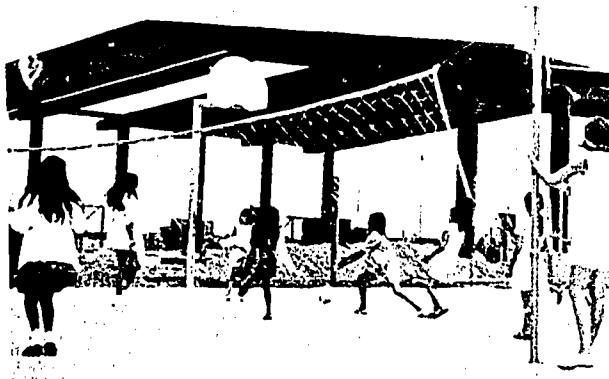
In another corner, one can find a group rehearsing a puppet show or a play called "Folk-O-Rama USA" being video-taped. This was first taped after only one oral reading by the cast. The need for enunciation, meaning and characterization was clearly visible to the "not so proud" viewers. This was the motivation they needed. The students have become more aware of appearance, posture, carriage, learning the script, enunciation, costuming, stage setting and pride in their heritage which has resulted in a more conscious effort to



Individualized instruction is prevalent in the migrant program.



Physical education and music are regular activities in the migrant program.



As we leave this room, we can find similar activities in other rooms ranging from reading readiness to story writing and art projects. A good example of the flexibility of the program is the use of upper elementary students as teacher aides to the younger children. Not only do the younger children enjoy and profit from the individual attention, but the older children improve their reading ability. Also, there is a group in the library viewing films, slides, film strips, reading books and newspapers. Each section, except the upper elementary, goes to the library every day. The upper elementary students are free to visit the library anytime. Of all the activities, this is one of the most interesting to the children. They realize, for perhaps the first time, that the library is made for them and that learning from books and films can be fun.

Next we see and hear a group participating in the music program; this not only provides for a break from the academic activities, but also gives the students an appreciation of music.

We can also find a group engaged in physical education. Many forms of recreation are provided, and each school day is completed with a group swim in the nearby public pool. Sociology is an important part of the P.E. classes. Learning sportsmanship, learning to compromise, to play by the rules and to have consideration for others is stressed every day in actual class situations.

Field trips add much realism to the instructional activities in the migrant program. In this picture, the children are preparing for a field trip.



Tools and materials in industrial arts, an unabridged dictionary in the library and swimming at the end of a productive day all make for an enjoyable educational experience for the migrant child.



Nearby, we can see a group in arts and crafts class where a variety of projects are under way. Each section participates in this program.

Finally, we find another very important person in the program -- the full-time nurse who attends to the physical condition of the children, attending to ears, eyes, feet, skin, hair, teeth and the like. Many of the children have never seen a doctor; they are referred to the appropriate doctor or dentist as needed.

As the concluding activity of the Summer Migrant School Program, the school staff and students held an open house for the parents and friends of the school. During this activity, there was a lot of exchange of information concerning the school program and the individual students between teachers and parents. There was also a lot of excitement over the displays of each student's work and the student talent productions. The highlight of the evening was the T.V. production of "Folk-O-Rama USA" which the upper elementary students had produced.

Evaluation

At the beginning of the program, each student took an achievement test to determine his current academic needs. Based upon this evaluation, an individually tailored program was executed in the particular skills needing attention. The student was then given the test at the conclusion of the

program and the scores were compared. On the whole, scores were significantly higher at the end of the program. Of course, these results may be exaggerated because the students were generally more motivated to seriously apply themselves to the final test. Though this may weaken any statistical correlations of the scores, even this would demonstrate the effectiveness of the program. This program was not intended to raise the student's achievement by a year or more in six weeks, but it was intended mostly to eliminate the inferiority feelings and encourage self-motivation and self-pride through enjoyable and meaningful experiences.

In conclusion, perhaps the best evaluation of these changes in attitude and self-confidence is indicated by the following quotes from students:

An unsigned paper, "I improved in reading because I can read better. I don't stutter anymore like I used to, because everytime I talked or read I would stutter."

Mary, a sweet scatterbrain, who had exceptional creative ideas, "Teachers helped me, I paid attention and I like school."

Elaine, a good student in summer school, but finds regular school difficult and has been known to be disruptive, "I learned it is not easy to teach those little kids, but you get a lot of experience and you learn how teachers get tired out. I would like to be a teacher when I grow up."

Frankie, the oldest child of eight children who had to drop out a week to earn enough money for school clothes, "The most exciting thing in my life was to teach children in the summer school, and I like the children and the teachers. They are nice."

Lynn, whose self-image needs boosting because she feels she is just an average student, but would like to be better, "I think it was a good idea to let older kids help little ones because it makes you feel good."